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THIRTEENTH ANNUAL REPORT

1 April 1987-
31 March 1988



**ALBERTA
COUNCIL ON
ADMISSIONS
AND TRANSFER**

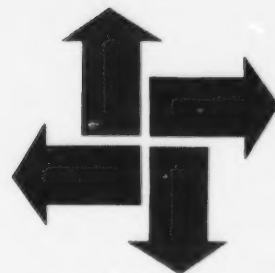


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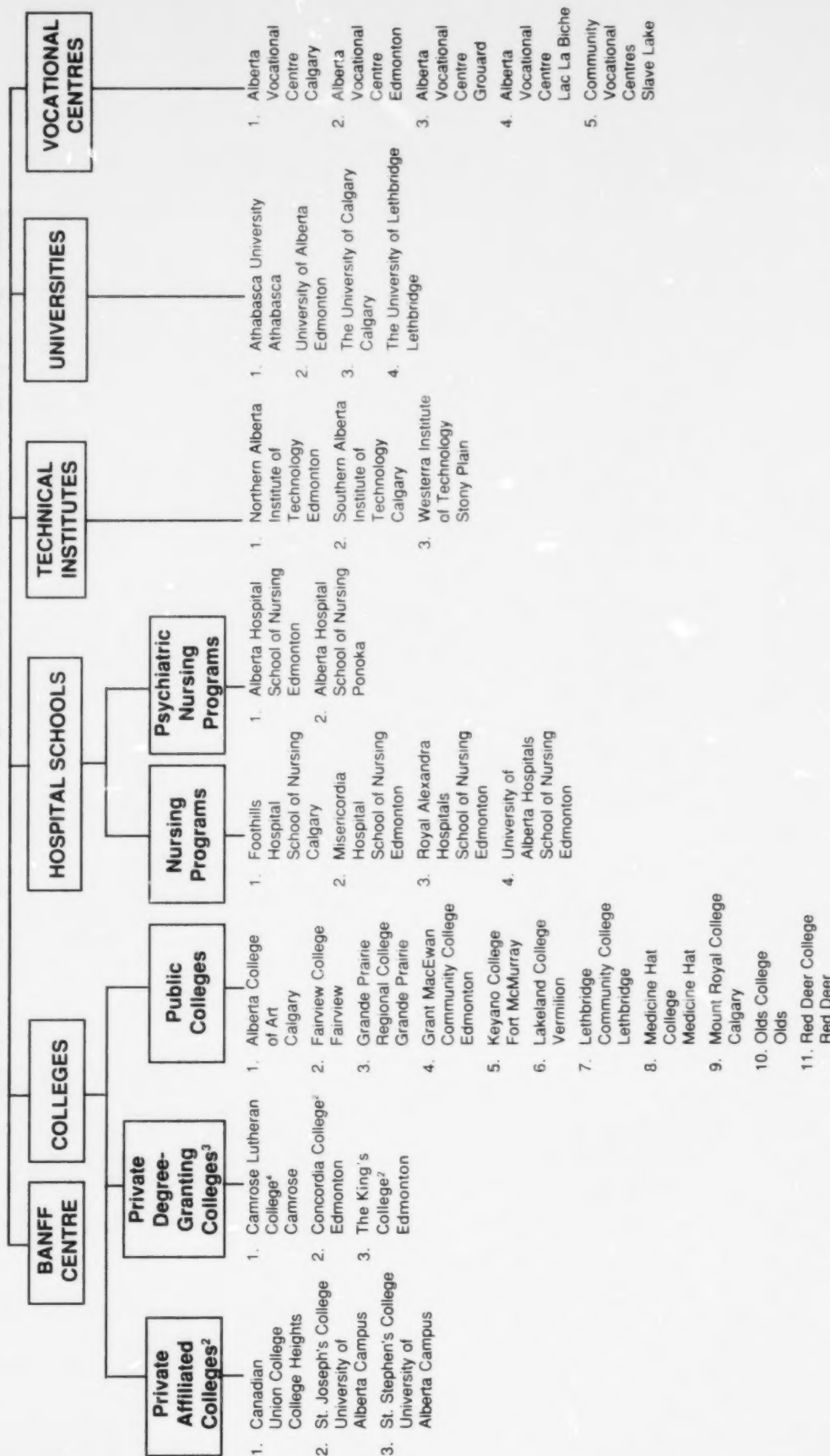


**ALBERTA
COUNCIL ON
ADMISSIONS
AND TRANSFER**

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ALBERTA POST-SECONDARY EDUCATION SYSTEM¹



¹ There are also private non-affiliated colleges and private vocational schools throughout the province, some of which may offer courses that are transferable.

² These private colleges have affiliation agreements with the University of Alberta.

³ Camrose Lutheran College became a degree-granting institution on 28 June 1985, The King's College on 12 March 1987, and Concordia College on 16 July 1987.

⁴ Camrose Lutheran College is a member of the Association of Universities and Colleges of Canada (A.U.C.C.), effective 8 October 1987.

INTRODUCTION

The Alberta Council on Admissions and Transfer, which was established in 1974 at the request of the post-secondary institutions, is an independent body which reports annually to the Minister of Advanced Education. The basic objective of the Council is the enlargement of educational opportunities for students. Over the years the Council developed a policy framework to facilitate transfer arrangements among the institutions. It is published as Addendum C. The Council endeavors to maintain sound transfer arrangements in a changing environment and encourages negotiations, where appropriate, for programs and courses not presently covered by transfer arrangements. These negotiated transfer arrangements, along with institutional admission policies, are compiled and published by the Council in its annual Alberta Transfer Guide. The Council maintains a system-wide interest in institutional admissions policies as they relate to the ability of students to transfer. An underlying purpose of the Council is to foster better communication among institutions, and thus to improve understanding and co-operation on all matters related to transfer.

The 14-member Council includes the Chairman and members from the universities, public colleges and technical institutes, provincially administered institutions, hospital schools of nursing, private colleges, as well as student and public members. The Council membership is recorded in Addendum A. The Terms of Reference are published in Addendum B.

POLICY REVIEW

Following last year's general review of policy, Council directed its attention to several policy issues. With the recent authorization of several private colleges as degree-granting institutions, it was timely to review policy that applied to degree-granting receiving institutions. In particular, Council reviewed the policy and practice that encourages each degree-granting institution to consider for transfer to its own institution those courses that transfer to another degree-granting receiving institution. The discussion provided helpful guidance in an increasingly complex area.

The large number of transfer agreements now published in the Transfer Guide is evidence of the progress that has been made in providing opportunities for students planning to further their education through transfer. Council examined the matter of maintaining these transfer agreements over time and discussed appropriate procedures for reviewing and, where necessary, renegotiating transfer arrangements to reflect any changes in course content or program requirements.

ADMISSION POLICIES

During the reporting period, the Council was particularly interested in the impact that admission policies might have on the ability of students to transfer. Increased demand for some programs placed pressure on the capacity of some institutions to serve all qualified applicants. Further complicating the issue of capacity were reports of declining attrition rates in some programs which might result in fewer spaces for the admission of transfer students. At the same time, some institutions were grappling with the question of optimal size rather than continual enrolment growth.

The policy of the University of Alberta to raise the basic admission requirement to an average mark of 70% in five appropriate grade 12 diploma subjects was discussed by Council in terms of its potential impact on student transfer throughout the post-secondary system. The policy of The University of Calgary to use a priority registration procedure to limit enrolment to the level of the previous year was also discussed by Council, again in terms of its potential impact on admission and transfer throughout the system.

Given the prospect of rising admission requirements and growing demand for a wide-range of post-secondary programs, there was concern that increasing numbers of students might apply simultaneously to a number of institutions and programs, thus obscuring actual demand. This prompted Council to review the concept of a central applications mechanism that could distinguish between the actual student demand for particular programs and the total volume of applications. Council noted the need for evidence indicating whether or not there is a problem with multiple applications. Council anticipated further discussion pending the outcome of the Fall 1988 admission cycle.

TRANSFER POLICIES

In response to suggestions from Council, in March the Committee of Senior Academic Officers of the public colleges and technical institutes produced a policy on intercollegiate transfer. Council welcomed the policy as it recognizes the growing importance of transfer activity among public colleges in Alberta and endorses the principle that the portability of educational credit among the public colleges be optimized. The policy, which applies to the public colleges and technical institutes, is as follows:

Subject to the receiving institution's admission, continuation, and graduation requirements being satisfied, students who successfully complete the first year of a program at a public college in Alberta will normally be admitted to the second year in a similar program upon transfer to another Alberta public college. Transfer students should be accorded the same priority for registration as continuing students at the receiving institution. Sending institutions should identify for receiving institutions by December of any given year the potential number of transfer students to enable adequate planning for the accommodation of students in the system. The institution delivering the second year of studies will be responsible for granting the diploma.

The text of the policy will be published in the next edition of the Alberta Transfer Guide. Within the framework of this policy, reciprocal transfer agreements for particular programs are expected to be negotiated in the months ahead.

The policy that awards two years program credit to Nursing Diploma graduates of Alberta public colleges or hospital schools of nursing upon admission to Alberta's university post-R.N. baccalaureate nursing degree programs will be published in the 1988-89 Transfer Guide.

During the year several important events took place in the private college sector that related to transferability and the work of the Council. Camrose Lutheran College gained membership in the Association of Universities and Colleges of Canada in October 1987 and, by mutual consent, terminated its affiliation agreement with the University of Alberta. In June 1987 Concordia College joined The King's College and Camrose Lutheran College as institutions authorized to grant baccalaureate degrees

in selected programs in the Arts and Sciences. As receiving institutions, the four universities and these three private colleges provide alternatives for students planning to transfer to complete their undergraduate studies.

ALBERTA TRANSFER GUIDE

Given the large number of students who transfer each year and the increasing number of transfer course arrangements, a major activity of the Council is the publication and distribution of the annual Alberta Transfer Guide. Considered to be indispensable for transfer operations, the Transfer Guide is a registry of all institutional admission policies and negotiated transfer arrangements within the Alberta system of advanced education for the current academic year. It is distributed within Alberta each year to the Registrar's Office of all post-secondary institutions, student associations, high school guidance counsellors, Alberta Career Centres, and public libraries. The Transfer Guide is also distributed nationally and internationally both to support Alberta students transferring outside the province and as information about the kinds of transfer arrangements developed in Alberta with the support of the Council.

The compilation of the Transfer Guide was again co-ordinated by Ms. Marilyn Patton, with the assistance of the institutional Contact Persons. In June 1987, the twelfth annual Alberta Transfer Guide, 1987-88 was published. Production of this Transfer Guide reflected the Council's desire to make the Guide easier to use and to include Camrose Lutheran College as a degree-granting receiving institution. Student demand for the Transfer Guide increased substantially which necessitated a reprinting of the 1987-88 edition.

Further improvement of the Alberta Transfer Guide continued to be a major priority of the Council as planning commenced for production of the 1988-89 edition. Because of the increased number of degree-granting receiving institutions, the section of the Guide listing current transfer agreements was to be re-arranged in a horizontal format for ease of use. Also, the section on institutional admissions policies was to be expanded to include entries for the hospital schools of nursing. The institutional Contact Persons were invited to submit information on new or revised transfer agreements for the 1988-89 edition of the Transfer Guide so that the information would reflect courses and programs offered during the 1988-89 academic year.

Since the publication of the first edition of the Alberta Transfer Guide in 1976, there has been steady growth in the number of inter-institutional transfer agreements, and hence a continuous enlargement of the Transfer Guide. This trend continued markedly during the current reporting period as more than five hundred new transfer agreements were submitted to the Council office. In turn, approximately three thousand additional transfer agreements were initiated by degree-granting receiving institutions as outlined in Council's Procedure 3, which is contained in Addendum C. Following Council's procedures for the review of transfer agreements, Contact Persons advised Council to delete obsolete entries and to revise amended transfer agreements. These changes will be incorporated in the 1988-89 Transfer Guide.

TRANSFER PATTERNS DATA

Introduction

In the early years, the Council's priorities were directed toward the resolution of problems associated with the transfer of university-bound students from the public colleges. However, as new transfer routes began to develop and changing patterns of transfer became evident, Council recognized the need for more precise information than was currently available.

Information about the volume, direction and nature of post-secondary transfer traffic would aid the Council in determination of its ongoing priorities and of the location and extent of specific needs and problems. Therefore, starting in Fall 1979 and continuing each year, Council has collected transfer data from the Contact Persons as part of its study of transfer patterns.

The importance of student transfer as a phenomenon of post-secondary education in Alberta is clearly indicated by the large number of students now known to be transferring from one institution to another. Since 1979, both the number of transfer students and the opportunities to transfer have steadily increased. Each year new transfer agreements are negotiated and published in the Alberta Transfer Guide.

Fall 1987 Data

The data for Fall 1987, supplied as in the past by the institutional Contact Persons, refer to the number of new students admitted by Alberta post-secondary institutions in Fall 1987 who transferred with prior post-secondary experience obtained at another institution.

The number of transfers among post-secondary institutions within the province of Alberta totalled 6,792 students. A further 3,750 students transferred into the province from post-secondary institutions elsewhere for an overall total of 10,542 transfer students. Of the 6,792 students who transferred from within the province, 63% went to universities, 22% to public colleges, 10% to technical institutes, 3% to hospital schools of nursing, and 2% to private colleges.

The universities admitted a total of 4,270 students who transferred from other Alberta institutions, of which 2,734 were full-time and 1,536 were part-time students. The proportions of transfer to universities by sector were as follows: 42% transferred from public colleges, 26% from other universities, 15% from private colleges, 13% from technical institutes, 2% from hospital schools of nursing, 1% from Alberta Vocational Centres, and 1% from other institutions. In addition, 2,862 students transferred from outside the province, for a combined total of 7,132 transfer students.

The private degree-granting colleges received a total of 137 transfer students from other Alberta institutions, of which 48% transferred from universities, 20% from other private colleges, 19% from public colleges, 9% from technical institutes, and the remaining 4% from other institutions. In addition, 51 students transferred from outside the province, for a combined total of 188 transfer students.

The non-degree-granting public institutions received a total of 2,381 students who transferred from other Alberta institutions. This represents 35% of the total volume of transfer activity from within the province. The public colleges admitted a total of 1,501 transfer students, of which 52% transferred from universities, 20% from other public colleges, 17% from technical institutes, 5% from private colleges, 4% from Alberta Vocational Centres, and 2% from other institutions. The technical institutes admitted a total of 658 transfer students, of which 38% transferred from universities, 28% from public colleges, 12.5% from other technical institutes, 12.5% from Alberta Vocational Centres, and 9% from private colleges. The hospital schools of nursing, which began participating in the Council's collection of transfer patterns data this year, admitted 211 students who had previously studied at other Alberta institutions. This total included 58% who transferred from universities, 26% from public colleges, 8% from private colleges, 5% from technical institutes, and 3% from other institutions. The Alberta Vocational Centres admitted 11 students with prior post-secondary experience. In summary, the non-degree-granting public institutions received 2,381 transfer students from within the province and a further 824 students from institutions outside the province for a total of 3,205 transfer students.

Summary

Strict comparisons from year to year are difficult during the period from 1979 to 1987 as institutions changed and developed in significant ways, new institutions emerged, and institutional reporting practices were refined. Furthermore, the reported totals may understate the volume of transfer. For example, the following admissions categories may be incompletely reported for transfer activity: part-time students at non-university public institutions, visiting students, unclassified students, and students who are enrolled at two institutions at the same time. However, although the data are approximate, they do provide an indication of trends and patterns in transfer activity and confirm the general importance of student transfer as a phenomenon of Alberta's post-secondary system.

With data available for each year since 1979, it is possible to discern transfer patterns. A total of 6,085 students transferred to Alberta post-secondary institutions in 1979 and 10,542 in 1987, a 73% increase. These totals include students who transferred from within Alberta and those who transferred into the province. Transfer from within Alberta numbered 3,092 students in 1979 and 6,792 in 1987, a 120% increase. Some 2,993 students from outside Alberta transferred into the province in 1979 and 3,750 in 1987, a 25% increase. Since 1979, the ratio between within-province transfers and into-province transfers has shifted significantly in favour of transfer from within the province: from 51:49 in 1979 to 64:36 in 1987.

In the interval since 1979, total credit enrolment at Alberta post-secondary institutions has increased 49%, from 93,058 in 1979-80 to 138,744 in 1987-88. During the same period, the increase in transfer activity has been steady and substantial. Indeed, it has surpassed the general rate of enrolment growth during this period: a 120% increase in within-province transfers and a 73% increase in overall transfers compared to the 49% increase in total credit enrolments.

In the interval between 1979 and 1987, transfer to universities increased significantly. Whereas 1,788 students transferred from within the province to universities in 1979, by 1987 there were 4,270 transfers, 139% increase. Also, the percentage of those within-province transfer students who were enrolled part-time has doubled during the interval. In 1979, 82% of transfers from within the province were full-time and 36% were part-time. During this interval, transfer into the province increased by 21% from 2,356 students in 1979 to 2,862 students in 1987. In 1979, 73% of into-province transfers were full-time and 27% were part-time; in 1987, 58% were full-time and 42% were part-time. The combined total of within-province and into-province transfers increased by 72%, from 4,144 transfer students in 1979 to 7,132 transfer students in 1987. The ratio between total full-time and part-time students changed from 77:23 in 1979 to 62:38 in 1987.

Transfer to public colleges increased significantly during the 1980s. Public colleges admitted 632 transfer students from within the province in 1979 and 1,501 in 1987, a 138% increase. During the period, transfer into the province increased by 62%, from 382 students in 1979 to 617 students in 1987. Total within-province and into-province transfers to public colleges increased by 109%, from 1,014 transfer students in 1979 to 2,118 transfer students in 1987.

Technical institutes admitted 661 transfer students from within the province in 1979 and 658 in 1987. The marginal decrease reflects a decline in 1987 transfer admissions at one institute which was partly offset by increases at the others.

Into-province transfers to technical institutes decreased by 17%, from 218 students in 1979 to 182 students in 1987. Overall within-province and into-province transfers to technical institutes decreased by 4%, from 879 transfer students in 1979 to 840 transfer students in 1987. However, in 1986 the number of students transferring from within the province to technical institutes was 34% more than the 1979 total; and the number of into-province transfers was 46% more than the 1979 total. The combined increase was 37% more than the corresponding 1979 total.

It is not yet evident whether the data for 1987 reflect a random fluctuation from the long-term trend or indicate a change in transfer patterns.

Notable developments since 1979 are the growth in the volume of transfer activity and the growing diversity of transfer pathways to various institutions other than universities. Nevertheless, the greatest proportion of transfer activity from within the province continues to be to the universities, 58% in 1979 and 63% in 1987. Over the years, the collection of transfer patterns data has been refined and was recently expanded to provide information on transfer activity to private degree-granting colleges and hospital schools of nursing. The data continue to provide useful benchmarks for the study of transfer activity and cast light on trends and patterns that have emerged during the 1980s.

ARTICULATION BETWEEN THE SECONDARY AND POST-SECONDARY SYSTEMS

Admission requirements at post-secondary institutions are related to the curriculum of the secondary system and the graduation requirements from high school. Hence Council continued to be actively interested in changes proposed by the Department of Education to high school graduation requirements and the high school curriculum.

The area of adult basic education also engaged Council's attention. Issues of concern to Council included: the comparability of content and standards among diverse programs that are designed to prepare adults for admission to post-secondary programs, the potential portability of academic upgrading credentials for the purpose of admission to post-secondary programs at other institutions, and the potential impact of demand for admission to vocational and academic programs by graduates of academic upgrading programs.

COMMUNICATION — INSTITUTIONS AND CONTACT PERSONS

To facilitate communication with and between institutions, in 1976 the Council established a network of institutional representatives called "Contact Persons". The annual meeting of Contact Persons with the Chairman and the Executive Assistant took place in Edmonton at NAIT on 21 October 1987. The work of the Contact Persons is indispensable, particularly in relation to the production of the Transfer Guide and the collection of transfer patterns data.

In the interest of improving communication and transfer opportunities, the Council placed a high priority on developing appropriate links with the hospital schools of nursing. During the year the Chairman visited the hospital schools of nursing to outline the work of the Council and its transfer model and to gain advice on transfer issues in the area of nursing education. For the first time, the hospital schools of nursing participated in the Council's collection of transfer patterns data.

During the year, the Chairman visited many of the post-secondary institutions in order to raise the awareness of admissions and transfer policies and the resolution of issues through reciprocal agreements.

COMMUNICATION — OTHER GROUPS

Two educators from the United States, who sought information on Alberta's transfer system for the preparation of a handbook on the interpretation of Canadian educational credentials, met with Council at its September meeting. Their project was sponsored by the National Association for Foreign Student Affairs and the American Association of Collegiate Registrars and Admissions Officers. The published handbook will be used by American admissions officers for the admission and placement of Canadian students. Also, a request was received from the Provisional Hong Kong Council for Academic Accreditation for a meeting in late Spring 1988 with the Council to discuss the model of the Alberta transfer system.

The Chairman continued to foster a working relationship with other groups involved with post-secondary education. Realizing the common interest the Council and the Private Colleges Accreditation Board have in transferability of courses to and from private colleges, the Chairman has held discussions with Dr. Gordon L. Mowat, the Board's Chairman. In addition, the Chairman discussed admissions and transfer issues with the Universities Co-ordinating Council's Committee on Program Co-ordination and with officials in the Department of Advanced Education, the Department of Education, and the Department of Career Development and Employment.

In May 1987 Council received a report and recommendations on the Alberta Transfer Guide from the Alberta College and Technical Institute Student Executive Council Transfer Guide Sub-Committee.

In addition, the Chairman and Executive Assistant responded on a daily basis to requests for information from students and other members of the public.

ADDENDUM A

Council Membership

Donna Allan	Public Colleges member
Gloria Bauer	Hospital Schools of Nursing member
Lorne Dick	Public Colleges member
Andrew Gilchrist	Student member (from June 1987)
David Jenkins	Universities member
Ted Langford	Provincially Administered Institutions member
Dan Laplante	Student member (through June 1987)
Dale Nagel	Student member (from August 1987)
Alex Reed	Universities member
Mary-Lou Rose	Public member
Ed Ryan	Public member
Karen Scott	Student member (through May 1987)
Keith Ward	Private Colleges member
Fred Williamson	Technical Institutes member
Amy Zelmer	Universities member
Terry Moore	Chairman
Marilyn Patton	Executive Assistant

ADDENDUM B

Terms of Reference

The following Terms of Reference were adopted by Council motion on February 14, 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.
2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.
3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.
4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.
5. The Council shall recommend to Advanced Education and to institutions revisions of policies, guidelines and procedures as it deems necessary.
6. Acting within the provisions of existing legislation, the Council shall upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals.)
7. In the event that agreement cannot be reached through mediation, the Council shall upon written request by the institutions concerned, serve as arbitrator.
8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.
9. The Council shall advise the Minister of any legislative changes which it deems necessary.
10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.
11. The Council shall report annually to the Minister of Advanced Education on its activities.
12. The Council will operate with the support of:
 - a) Council members, to be reimbursed by Advanced Education for out-of-pocket expenses incurred;
 - b) the Chairman, to be paid an appropriate honorarium; and
 - c) an executive secretary and such other necessary resources and services to be made available by Advanced Education as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C

Council Principles, Policies and Procedures

A. CONTEXT

1. Role and Composition

The primary goal of the Alberta Council on Admissions and Transfer is to provide leadership and direction in the improvement and enlargement of educational opportunities for Alberta students through inter-institutional transfer. Implicit in this goal is a commitment to improve communication among institutions of the Alberta post-secondary system, and thus to promote the advantages of a system of education, with all that this means for economy and efficiency in educational planning.

In the fulfillment of its role, the Council is engaged in the following activities:

- (a) **leadership** — including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.
- (b) **publication** — primarily the production and distribution of a yearly Transfer Guide listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures, and other documents such as an Annual Report.
- (c) **mediation** — as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.
- (d) **applied research** — on matters related to the transfer of students throughout the system.

The fourteen member Council which is appointed by the Minister of Advanced Education is an independent body which reports annually to the Minister. The Council membership includes the Chairman, two members of the public, two student members, three members nominated by the Universities Co-ordinating Council, three members nominated by the Council of College and Technical Institute Presidents, one member from the provincially administered institutions, one member nominated by the hospital boards that operate schools of nursing, and one member nominated by the Private Colleges Co-ordinating Council. Administrative support, including service of an Executive Assistant, is supplied by the Department of Advanced Education.

The Alberta Council on Admissions and Transfer usually meets on a monthly basis, generally at institutions.

2. Overview of the post-secondary system

The Council's activities are directed primarily towards the Alberta post-secondary system, which includes four universities, The Banff Centre, eleven public colleges, three institutes of technology, four Alberta vocational centres, the community vocational centres, private colleges, and hospital schools of nursing (see chart, p. 2). There are, in addition, a number of private non-affiliated institutions, some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the Alberta Transfer Guide is distributed broadly across Canada as well as in the United States.

3. Types of transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions within a sector (for example, between public colleges) or among institutions of different types (for example, from a vocational centre to a college). Transfer arrangements published in the Alberta Transfer Guide include courses and programs transferable to degree-granting institutions and those transferable to non-degree-granting institutions.

4. Definitions of terms

In dealing with matters relating to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their programs.

Transferability: the mobility of students among post-secondary institutions by virtue of their having transfer credit (see below).

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution.

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to programs or courses at another institution. (See page 15).

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular institution. (See page 15).

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis for screening and admission (or rejection) of students to programs.

Affiliation: a formal agreement of association or co-operation between two institutions whereby some courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. Transfer credit is thereby awarded. Affiliation agreements are in effect between several private colleges and the University of Alberta.

B. PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) **Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.**

Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

- (b) **Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of content and rigour.**
Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.
- (c) **Effective career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded. Additional transfer credit may be negotiable on an individual basis.**
- (d) **Although responsibility for higher education is shared among various constituents, individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.**
In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.
- (e) **Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.**
Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions. Differences in earlier preparation should not adversely affect consideration of the applicant (see Principle "b" re **virtual equivalence**).
- (f) **Students who are granted admission to an institution under a transfer arrangement shall be granted the same rights and privileges as students who began their studies at the institution.**

C. A POLICY FOR ADMISSION AND TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

In the case of students transferring from public colleges and technical institutes to degree-granting institutions, in lieu of the general admission requirement listed above, admission will be granted to any applicant who, upon successful completion of at least a full year's study at the sending institution, is recommended in writing by that institution as having satisfied the **appropriate** matriculation requirements or their equivalent. This is referred to as the Letter of Recommendation admissions category.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements:

(a) Transferable courses and programs

These are developed by a sending institution to meet its own program and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the same areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

(b) Transfer courses and programs

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

Among degree-granting institutions, transfers are assessed on an individual basis by the receiving institution. Consequently, course equivalents between degree-granting institutions are not listed in the Transfer Guide.

**D. PROCEDURES FOR TRANSFER OF CREDIT AMONG
ALBERTA POST-SECONDARY INSTITUTIONS**

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the Alberta Transfer Guide.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and the receiving institution.

1. Transferable Courses/Courses with Transfer Potential

In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institutions with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, (c) qualifications required for an instructor. Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. Transfer Courses/Courses in Transfer Programs

In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in the view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify a contact person (e.g. Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.
2. Each institution shall, through its contact person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and/or evaluation of proposals for transfer arrangements.
3. It is expected that proposals for credit will be processed as expeditiously as possible and formalized by means of the Council's Transfer Credit Proposal Form. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system accordingly. The transfer normally will be honoured within the sub-system of which the receiving institution is a constituent.
4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.
5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.
6. In the event that the agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.
7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements — to be altered, amended or deleted only after **mutual consultation**. Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the Alberta Transfer Guide shall, insofar as possible, inform those institutions which would be primarily affected — subject, where necessary, to renegotiation. In cases where renegotiation of a transfer agreement is requested by either a sending or a receiving institution, the onus is on the institution requesting the change to provide the other institution with **sufficient notice** and lead-time to permit renegotiation before the next edition of the Transfer Guide.
8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e., 3-6).
9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the Transfer Guide.

E. INSTITUTIONAL REQUIREMENTS

Within the context of policies and procedures of the Alberta Council on Admissions and Transfer, each institution has particular requirements and practices for admission of students and the award of transfer credit. These institutional requirements are summarized in the annual Alberta Transfer Guide. Students who are planning to transfer are advised to refer to the appropriate institutional calendar and to consult with the Registrar's Office at the receiving institution.